

THE FORMS OF CLASSROOM INTERACTION FOUND IN ENGLISH CLASSROOM AT SMA NEGERI IN BENGKULU (A Comparative Study between Favorite and Un-Favorite Schools in Bengkulu)

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Abstract

The problems of this research are: how is the interaction done by the teacher and students in English classroom in SMA Negeri in Bengkulu? and what are the differences (if any) of the interaction process found in favorite SMA an un-favorite SMA in Bengkulu? the purpose of this research is: to describe the interaction between teacher and students and to describes the differences between the interaction. The forms of classroom interaction were taken from Malcolm, 1997 and Roestiyah, 1994. They accepting feeling, complement and encouragement, accepting or uses ideas of students, asking the students about the procedure or content of study, lecturing, giving direction to the students, criticizing or justifying authority, students response, students initiative, answering question, silence and confusion, one way interaction, multi way interaction.

The design of this research was descriptive method; descriptive method is a survey or observation that describes the situation as being observed. The population of this research is English teachers and the second year students of senior high school in favorite and in un-favorite schools. They are SMAN 2 Bengkulu, with 190 students in 8 classes and SMAN 6 Bengkulu, with 150 students in 6 classes. The sample of this research is used randomly sampling, from SMAN 2 Bengkulu is an English teacher and 42 students and from SMAN 6 Bengkulu is an English teacher and 44 students.

The result of this study shown that, the forms of interaction that dominant used by the teacher and students interaction in the classroom at SMAN 2 Bengkulu and SMAN 6 Bengkulu. Those are teacher asking question 64 times (19,16%) and 33 times (15,94%) the teacher ask to students about procedure and content of study. Students answer question 57 times (17,06%) and 27 times (13,04%), two way interaction 55 times (16,47%) and 29 times (14,01%), however there is form of interaction that dominant used in SMAN 6 Bengkulu but it is not dominant used in SMAN 2 Bengkulu. It is lecturing 18 times (8,69%) the significant differences between SMAN 2 and SMAN 6 Bengkulu interaction, can see from the result in frequency, at SMAN 2 Bengkulu higher than SMAN 6 Bengkulu, it is caused at SMAN 6 Bengkulu students and teacher interaction done slowly or teaching and learning process done slowly. Sometimes the teacher and students discuss about something that is not relationship with material being taught.

Keywords: English Classes, Classroom Interaction, Favorite school, un-favorite school

1. Introduction

In general English class is constructed by situation where the teacher and students are being interacted, classroom interaction happened between teacher and students, in here the teacher has important role, the teacher needs to know the sort of English classroom qualities, by creating the interesting situation the teacher can make good interaction with the students, teacher can improve their teaching qualities in order to improve the students' English language.

Teaching and learning interaction process in favorite and in un-favorite school may be different, because the students and the teacher qualities are differences. In favorite school usually the students have good English. Every English teacher who is coming to the class

usually gave positive responses by the students. Other hand in un-favorite school have not good responses if the teacher coming to the classroom to teach.

Classroom interaction in English classroom have important role, either in favorite or in un-favorite school although it cannot avoid the teachers' role in guide students to get knowledge and manage of class. So the students are expected to be able to communicate in English. They should be active in classroom because if the teacher and the students have good interaction it will be created good teaching in learning process.

Based on the facts above the researcher will find the differences and want to know how the interaction is done by the teacher and the students in teaching and learning in English classroom in favorite school an in un-favorite school. In here SMAN 2 and SMAN 6 Bengkulu.

2. Literature Review

2.1. English Classes

Emil (2004) says that in the classroom, she is a model of helpfulness, friendliness, cordiality and respect for students. She respect them and (hopefully) but she is not afraid to point out, in a non-threatening way, that in matters of classroom management they must respect their fellow students and their teachers. Hedge (2000) states that teaching and learning in the language classroom is aimed primarily at language teachers with some experience and though it could be very useful for teacher to explore on their own, its main use is likely to be as core textbook on in-service training course. Throughout, it encourages teacher to reflect in issues in language teaching and learning on the basis of their own experience.

So English classes are a class that is tough about English, where the interaction happened by using English. The teacher and students can be described their ides by using English. English classes are noise class. Where the students and teacher discuss about material, although in English classes are noise classroom between the teacher and students there are responsibility, that is, to create the interesting situation and calm environment and respect each other's. In the modern English classroom all facility is provide to help the teacher and the students.

2.2. Classroom interaction in English Classes

Leghthe (1999) states that interaction are natural and spontaneous, that is unplanned interaction are part and parcel of communicative learning process which is open to learner contribution of all kinds. By allowing learners to lose themselves in themes, texts and group experience open classroom procedure encourage the emergence and pursuit of goals independent from those set by the teacher.

Goodwin(1992;14) argues that main practice of English was reading of literature and students were to be introduced to text considered to established and enduring value. As far as we know it was certainly not the intention of those taught this version of English to introduce their students popular culture, if anything, their mission was to create a profound distaste for all such as ephemeral an vulgar production, he also argues that English, as a field of study, contain by its nature, and always has and will, tension and contradiction about what its object is and should be.

So classroom interaction in English classes happened by using English, the students and the teacher sometimes bilingual, use fifty-fifty English, it means sometime the teacher translate their English into mother tongue, but in modern English classroom interaction happened by using English fully. The students should understand what the teacher say and ask and answer teachers' question by using English.

2.3. Classroom Interaction Processes

Soetomo (1993;32) states that teaching and learning interaction is one's activity that happen between teacher and students, where the teacher is teaching and students are learning. In teaching and learning process cannot occur interaction if only the teacher which is actives. Believe is most important that there are some action between the teacher and students.

Bellack (1966) in Malcolm (1977;97) suggests that all the interaction can be described in terms of four moves: **Structuring** moves serves the pedagogical function of setting the context for subsequent behavior by either launching or halting (excluding interaction between students and teacher). **Soliciting** moves in category are intended to elicit (a) an active verbal response on part of person addressed; (b) a cognitive response. E.g. Encouraging persons addressed to attend to something; (c) a physical response. All question are solicitation, as are command and request. **Responding** these moves bear a reciprocal relationship to soliciting moves and occur only in relation to them their pedagogical is to fulfill the expectation of soliciting moves; thus students' answer to teachers' question are classified as responding moves. **Reacting** these moves are occasioned by a structuring soliciting, responding or prior reacting moves, but are not directly elicited by them. Pedagogically, these moves serve to modify (by clarifying, synthesizing or expanding) and or to rate (positively or negatively) what has been said previously.

Roestiyah (1994) says that interaction is one of the meaning of communication, communication is a process or something that happened that is caused change of idea, point of view, mind and feeling among personal such as between communicator and communicant.

From some opinions above can be concluded that interaction happened if there are structing, responding and reacting and interaction can be described as communication such as something that happened that cused inter change of idea, point of view, mind and feeling among personal between speaker and listener.

2.4. Investigating types of Classroom Interaction

Ellis (1988; 100) states that approach that will be adopted for investigating the different types of interaction found in language classroom is an exploratory one. He said that framework was required in order to sample different kinds of interaction are interactive goal and address. Nunan (1995; 40) states that oral communication, something that needed to learn when it is appropriate to speak about, to whom it is permissible to speak, in which circumstance, how to gain the right to speak, how and when change of the topic, how and when to invite someone else speak. Nunan (1995; 50) also found that there are two task in investigating of interaction such as; Two Way Information Gap Task prompted significantly more linguistic/conversational adjustment than One Way, in One-Way task all participant have a piece information known only to them which must be contributed to small group discussion for the task to be completed successfully. In one way task, one student has all the relevant information and must be convey this adjustment than divergent class.

The people interaction can be investigated if we know what and how they are being communicated, like previous explained, we have to know kinds of interaction, and the way of people interaction

2.5. The Role of Teacher in Classroom Interaction

As a teacher the teacher is hoped to provide a situation and condition for students In teaching and learning interaction, it is means to provide whole something

which is need by students in study, such as, knowledge, attitude, performance, facility or material facility, a teacher has function as a leader, is as a democratic leader this attitude is important for a teacher. A teacher should be know the other people opinion, mind feeling, its students ideas and the teacher prepare themselves to cooperate and toleration each other. The teacher is not authority but as second parents of students, in order to interaction will be done by interesting situation.

Sriyono (1992; 43) argue that the teacher is one component in teaching and learning process, the teacher has most important role, very day the teacher explain the study material, but it is reviewed by students at home. Student is needed to filtrate from the material. The teacher is hoped always reading book to increase knowledge and to increase their experience. The teacher is hoped to provide the facility for study purpose. The teacher must be able to give motivation to the students so that can be achieving good ranking in class.

According to Roestiyah (1994;37) the roles of a teacher in teaching and learning interaction as follow are: as a facilitator, the leader, motivator, organizer and the sources of information. And Rebecca (199; 11) stated that traditionally some teachers felt their status is being challenge, they have function as facilitator, helper, guider, consultant, advisor coordinator, idea person, diagnostician, and co-communicator

Based on previous explanation can be conclude that teacher have most important role, the teacher is one of knowledge transfer tool to improve the student quality. A teacher has function as facilitator, organizer, helper, guider, consultant advisor, etc. the teacher must be active and give motivation to the students so that study hard not only at school but also at home. They are not only teaching but also as second parents for students.

2.6.The Role of Students in Classroom Interaction

The students and a teacher role in teaching and learning interaction process to make students active, the students have greatest role. The students are not given the row of problems but the students are given problems that are need, research, observation, sentence analysis, comparative, praise and concluded by students in here the students as a subject that is interacted. It is not only with teacher but also with students, book and the other media (Ibrahim, 1991; 33)

Breen and Candlin in Azies (1980) argues that the role of learner as negotiator among themselves, the learning process and the object of learning-emerges from and interacts with the role of joint negotiator within the group and the classroom procedures an activities which the group undertakes, the implication for learner is that he/she should contribute as much he/she gains and thereby learn in an independent way

Moore in Faisal (1982) says that the role perspectives classrooms are agent, Patient, reciprocator, referee. He argues that the teacher has active role and let the students patiently toward the teacher action. Bardja (1990) says that the students as responses stimulus machines.

Thus, the students' role is as the active students, as receiver, patient, agent and referee and the students as response must be able to make interesting classroom situation.

3. Finding

Based on the observation it was found that there are some forms of classroom interaction in SMAN 2 Bengkulu and SMAN 6 Bengkulu, the result is shown in the table below.

		SMAN 2 BKL	SMAN 6 BKL
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NO	The forms of Interaction	F	(%)	F	(%)
1	Accepting Feeling	8	23, 39	4	1, 93
2	Complement and Encouragement	17	5, 09	13	6, 28
3	Accepting or uses ideas of students	19	5, 68	8	3, 86
4	Asking the students about the procedure or content of study	64	19, 16	33	15, 94
5	Lecturing	14	4, 19	18	8, 69
6	Giving direction to the students	11	3, 29	8	3, 86
7	Criticizing or justifying authority	9	2, 69	5	2, 41
8	Students response	20	5, 99	14	6, 76
9	Students initiative	18	5, 38	7	3, 38
10	Answer question	57	17, 06	27	13, 04
11	Asking question	6	1, 79	4	1, 93
12	Silence and confusion	14	4, 19	11	5, 31
13	One-Way interaction	10	2, 99	18	8, 69
14	Two-Way Interaction	55	16, 47	29	14, 83
15	Multi-Way Interaction	12	3, 59	10	4, 83
	TOTAL	334	100	207	100

The result show that from all forms of interaction, there is no one forms of interaction that is not used. All of forms of interaction is used both SMAN 2 Bengkulu and SMAN 6 Bengkulu. However there are forms that done frequently and more frequently. In here the researcher will describe the dominant of forms of interaction that found in both SMAN.

The forms of interaction that dominant used by both SMAN are: teacher asking question 64 times (19,16%) and 33 times (15, 94%), the teacher ask to students about procedure and content of study or teacher asking question through exercise that being done.

Example: Do you understand about this study?

Students answer question 57 times (17, 06%) and 27 times (13, 04%), while the teacher asking question to the students. They were asked this question. This section can be done while exercise is done. In this rooms the teacher-asking question to student by calling their name one by one.

Example: T: Ok Dewi can you tell us again what the meaning of future tense?

S: Waktu yang terjadi di masa yang akandatangpak!

Two way interaction 55 times (16, 47%) and 29 times (14,01%), the teacher check whether the student have understood about material given or whether the students need more explanation, the students can be asked to the teacher and the teacher answer the students' question.

Example: T: Do you understand about our discussion?

S: Yes Sir!

4. Discussion

There are some forms of classroom interaction which were found, almost in equal frequency by both in teaching and learning activities, they are direction to the students, criticizing or justifying authority and asking question. Although the forms of classroom interaction is seen equal but it is different. The interaction in SMAN 2 Bengkulu used

higher frequency than SMAN 6 Bengkulu. Although in SMAN 2 Bengkulu the forms of classroom interaction used low but actually is high compared to SMAN 6 Bengkulu. However there are the forms of classroom interaction low frequency used in SMAN 2 Bengkulu but more frequently used in SMAN 6 Bengkulu is lecturing and One-Way interaction.

The forms of classroom interaction middle frequency used by both SMAN are; Complement and encouragement, accepts and uses the ideas of students, lecturing, students responses, student initiative, multi way interaction, the students silence and confusion.

The high frequency of forms of interaction that used by both SMAN are: teacher asking question, student answer question, and two way interaction. For the first time the teacher give greeting to the students and check their name one by one, and then the teacher asked the students to open their book, the teacher asked the students to read the text or to do exercise.

The forms of classroom interaction from teacher and students whole class were the most frequently happened. The interaction were when the teacher lecturing, asking question to the students about material or asking the last material without mentioned the students name, gave greeting and gave general instruction.

In twice times observation in SMAN 2 Bengkulu and SMAN 6 Bengkulu the researcher found that the teacher often did exercise in the class, so the interaction between students and teacher were happened through mentioned name of students to do exercise. The teacher asking question about material, The teacher give question to the students but sometimes the students can't answer it, they only silence and asking question to their friends. Only a few students who involved in teaching and learning process if the teacher didn't mentioned their name individually. Students asking question to students is lower frequency. They were very lazy to ask question although they were not understood yet about material.

Based on the result of observation the researcher found the significant differences between SMAN 2 and SMAN 6 Bengkulu interaction, can see from result in frequency, at SMAN 2 Bengkulu higher than SMAN 6 Bengkulu, it is caused at SMAN 6 the students an teacher interaction done slowly or teaching and learning process done slowly. Sometimes the teacher and students discuss about something that is not relationship with the material. However, the students' activities in the class arose when the teacher gave exercise in worksheet. The teacher lecturing the material all the time, it took more than half time in the class. As the result the responses of students were very little only a few students responded to the teacher question, it showed only a few students gave attention to the lesson.

5. Conclusion And Suggestion

The result of this study shown that, the forms of interaction that dominant used by the teacher and students interaction in the classroom at SMAN 2 Bengkulu and SMAN 6 Bengkulu. Those are teacher asking question 64 times (19,16%) and 33 times (15,94%) the teacher ask to students about procedure and content of study. Students answer question 57 times (17,06%) and 27 times (13,04%), while teacher asking question to the students. They were asked this question .this section can be done while the exercise is being done. In this rooms the teacher asking question to students by calling their name one by one. Two way interaction 55 times (16,47%) and 29 times (14,01%), however there is form of interaction that dominant used in SMAN 6 Bengkulu but it is not dominant used in SMAN 2 Bengkulu. It is lecturing 18 times (8, 69%).

The significant differences between SMAN 2 and SMAN 6 Bengkulu interaction, can see from the result in frequency, at SMAN 2 Bengkulu higher than SMAN 6 Bengkulu,

it is caused at SMAN 6 Bengkulu students and teacher interaction done slowly or teaching and learning process done slowly. Sometimes the teacher and students discuss about something that is not relationship with material being taught. Another forms of interaction were done but frequency is low and middle. The teacher dominates the situation in classroom only, the students less participated in the class, only a few students who participate, the teacher less control in the class, because the students made noise, doing task don't have connected with material. They silent and confuse if the teacher asking question to them.

From the result of this research the teacher should because the way is good for students and the teacher. By using this way the interesting situation in the class will be created, the teacher must support the students asking question if they don't understand about what the teacher being taught.

For further research, the researcher suggest to do experiment about the strategies to support the students in order to active in the class and look for the good way to create the interesting English classroom.

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